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ABSTRACT

Rapid technological changes in manufacturing, business, and health care, among other fields, mean that community college instructors and counselors must be informed about current trends in theory and learning, and equipped with up-to-date information about job requirements and opportunities. California's Vocational Education Instructor and Career Counselor Inservice Program was created to address this need. The primary goals of the program are to identify and expand linkages and exchanges between community colleges and the private sector, to upgrade the skills of counselors, and to ensure that vocational education instructors possess the most current technical information available. Through the program, California community colleges received $5,014,305 in grants and other sources of funding from 1986 to 1988 to develop inservice training programs for instructors and counselors. Projects ranged from short-term, job-site training of one instructor to large, multi-faceted activities involving as many as 20 instructors and counselors. The most successful projects involved intensive on-site company training, training at industry institutes after company training, team approaches, and good planning. Selected outcomes of the project for the two-year period included the following: (1) 217 companies participated in the training of 178 instructors and counselors, with 41% of the instructors teaching in technical disciplines; (2) 47.2% of the participants spent a month or less in training; (3) job shadowing, on-site company training, specialized industry institutes, and a combination of approaches were the most common types of training activities; and (4) the most measurable changes were updated curricula, new instructional methods and equipment, and new courses added to the program. (ALB)

ED 307927

ON COURSE

A Report to the Legislature on
Vocational Education Instructor and
Career Counselor Inservice Training
1986-88

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VOCATIONAL EDUCATION INSTRUCTOR AND CAREER COUNSELOR INSERVICE TRAINING PROGRAM

BACKGROUND

During 1984, Assemblyman Sam Farr introduced AB 3938, now included in the Education Code commencing with Section 71200 of Chapter 1 of part 44, to provide the opportunity for inservice training for vocational education and technology instructors and career counselors. The need for the legislation is reflected in Section 3 of AB 3938 which states in part,

> **"The Legislature finds that rapid technological changes are occuring in manufacturing, business processes, health care, and other fields in California, creating a need for new employee skills and for vocational education and employment preparation programs that are up to date with technological advances.**
>
> **To encourage these trends, the Legislature intends that there be effective linkages and exchanges between the California community college system and the private sector in order to upgrade the technical information and skills of community college instructors and counselors, so that students will learn current theory and practice and receive up-to-date information about job requirements and opportunities."**

The approved legislation provided $2 million for inservice training to increase and update the competencies of vocational education instructors and career counselors. The original appropriation covered fiscal years 1984-85 and 1985-86. The program was evaluated and regarded as extremely successful by the colleges and the private sector. It continues to be funded.

The focus of the Vocational Education Instructor and Career Counselor Inservice Training Program is to provide upgrade training to enable the community colleges to have personnel providing state-of-the-art instruction and career guidance. Evaluations of the program indicate the program has been enthusiastically supported by community college administrators, faculty and private sector participants.

GOALS OF THE PROGRAM

Short Term or Primary

- **To expand effective personnel linkages and exchanges between community colleges and the private sector**
- **To upgrade the technical information and skills of community college vocational education instructors**
- **To upgrade the technical information and skills of career counselors.**

Long Term Outcomes

- **To provide students with current theory and practices as they exist in business and industry today**
- **To provide students with up-to-date information about job requirements and opportunities.**

General Citeria for Eligibility for an Inservice Grant

To be eligible to receive an inservice training grant, a community college district must submit a plan which contains:

- A description of the program, specific objectives, location of program activities and proposed duration. It is expected that the program be of sufficient length to provide optimum skill development.
- A description of the financial and in-kind contributions to be used in conjunction with the grant. There is a dollar-for-dollar match requirement.
- A certification stating that:
  - The proposed program has been approved by the chancellor/superintendent and governing board of the community college district
  - The program, as proposed, will provide inservice training opportunities not available elsewhere under current funding arrangements
  - The program will result in upgrading and improving the skills of vocational education instructors and career counselors.

Each inservice training program is required to include these features:

- The program must address one or more vocational education curriculum areas that are affected by changing technology and workplace skills requirements.
- The program must provide for a local contribution through financial support or in-kind services to match state funds.
- The program must be conducted at the worksite or in specialized training facilities owned or operated by private industry for the purpose of training.
- All participants, with the exception of counselors, must meet the requirements of the State Plan for Vocational Education Standards.
- The only item of approved expenditure attributable to the state funds provided under this program shall be the stipends for the teacher or counselor and the 10 percent administration expenses.
- Each community college district must assure that at the end of the project it will, together with appropriate faculty groups and with the recommendations of counselors and instructors trained under this program, implement a plan to establish competency standards for each subject matter area affected by the project.

FINANCIAL SUMMARY

A total of $5,014,305 was made available for vocational education instructor and career counselor inservice training over the two-year period, 1986-88. These funds came from three sources: grants made available from state funds administered by the Chancellor's Office, California Community Colleges, the private sector which provided the inservice training, and the local community colleges who sent their vocational education instructors and career counselors for updating and retraining.

Grants	**$2,080,902**
Private Sector	**1,557,127**
Local Colleges	**1,376,276**

Figure 1 illustrates the proportion of the cost burden borne by each group. The State funded slightly over 40 percent of the total costs, the private sector over 30 percent and the local level the balance. The training provided would not have been possible without all three contributors sharing, as these costs are over and above the normal costs of doing business.

Funding Sources

Figure 1

State Grant, 41.5¢ | Private Sector, 31.1¢ | Local Community Colleges, 27.4¢

Figure 2

Comparison of Costs of Participants for 1984-86 and 1986-88

Years of Projects	Projects Funded	Amount Funded	Number in Inservice	Costs Per Hr	Avg. No. Hours Per Trainee
1984-85 & 1985-86	94	$2,000,000G*	414	$24.16	200
		2,399,776P*		28.98	
		1,336,829L*		16.15	
		179,530O*		2.16	
		$5,916,135T*		71.45	
1986-87 & 1987-88	83	$2,080,902G*	300	$33.03	210
		1,557,127P*		24.72	
		1,376,276L*		21.84	
		$5,014,305T*		79.59	

*G = grant funded by State; P = private sector funded; L = local funded; O = other; T = total fund

As can be seen by examining Figure 2, total costs per hour for each trainee going into industry were paid by several different contributors with different kinds of services. The grant from the State covered the stipend paid to the instructor/counselor or for salaries paid for a substitute for the instructor/counselor. The private sector contribution was primarily in the form of supervisory time, waiver of institute attendance fees, and for equipment and supply usage. Local college expenditures were for administrative time, salaries and benefits not covered by the grant, materials for curriculum development and equipment and facility redesign. Thus, the total cost for each instructor/counselor was not only in the form of salaries.

The table also indicates that the overall rise in total costs per hour was about 11 percent, from $71.45 to $79.59. However, each group did not share equally in this change. The private sector reduced its share of the burden and the State and local level increased their share.

"I've seen CAD programs in businesses from San Francisco to San Diego that knock your socks off! The grant opened up avenues of (instructional) approach that I could never have obtained in any other way."

Instructor of CAD Drafting
Technical Education CAD/CAM Instructor Retraining and Course Outline Modification

BENEFITS, BARRIERS AND TRENDS IN INSERVICE TRAINING

To assess the impact the inservice program has had on vocational education instructors and career counselors in the field, it is helpful to review the benefits, barriers and trends of the program.

Benefits:

- Renewal occurs, enthusiasm is catching, morale is boosted.
- Instructors who are turned on turn on students.
- The curriculum is current.
- Donations from industry accrue to the colleges.
- There is a rollout from inservice experiences to contracts with industry to provide inhouse training.
- Good public relations develop for the colleges through improved, stronger relationships with industry.
- The whole college benefits from increased professional expertise.
- There is a positive influence on the entire vocational program.
- Instructor confidence and self-esteem are improved.

Renewal occurs, enthusiasm is catching, morale is boosted.

- Inservice provides a good management tool for changing a program.
- There are positive effects on student learning, success and placement.
- Opportunities provide counselors a better understanding of vocational areas and enhance student career decisions.
- Opportunities are enhanced for employees to further their education through attendance at specialized industrial institutes.
- Other programs and services become possible between the colleges and industry, such as in contract education.
- The colleges and their programs are marketed to the business community.
- Doors are open for future opportunities for additional staff development.
- The grant process forces careful planning prior to inservice training.

There is a positive influence on the entire vocational program.

Barriers:

- Linkage between vocational education instructors and counselors needs improving.
- There is insufficient funding to send all who want or need to go.
- There is some difficulty getting faculty to fill in for those out at industry.
- There is an attitude problem with some faculty who need to go but are reluctant to go.
- There is a lack of time and resources to get all the new information integrated into the curriculum and having the process to do it; a problem of deciding what to eliminate from the old curriculum and what to include to bring the program to current industrial standards.
- There may be a negative connotation inferred by participation in the program (poor teaching) if the inservice program is not handled appropriately.
- Companies do not always provide quality inservice trainers which results in lack of specificity of training.
- There is no funding for Chancellor's Office staff to monitor the program or provide service to the colleges.
- The current funding cycle delays participation.
- When people work to set up a grant that does not get funded, both industry and faculty participants, are let down.

These funds are keeping faculty involved in continual retraining and staff development.

Trends:

- The program is working and funding is being used for intended vocational education instructors.
- These funds are keeping faculty involved in continual retraining and staff development.
- There is a constant updating of curricula as a result of the training experiences.
- There is a danger of colleges believing that AB 1725 (the new higher education act), which potentially provides general inservice funds for the colleges, will satisfy industry specific inservice needs.

"The television production facilities were a real eye-opener for me in many ways, especially in making future instructional equipment purchases. There are new trends in television, the leading one being the use of computers in production to reduce costs. As a result of the project, I plan to offer a course this fall, 'Computers in Video.'"

Instructor of TV Production
Television Video Production Instructor Retraining and Course Outline Modification Project

FACTORS CONTRIBUTING TO EFFECTIVE TYPES OF INSERVICE PROJECTS

Projects funded ranged from small projects in which one vocational education instructor was sent for short-term training at a job site to large, multi-activity projects in which 20 vocational education instructors and career counselors were provided inservice training. Several factors within projects appear to contribute to success. These factors are described below.

Intensive on-site company training: Projects for one instructor to update his or her skills with a targeted company which provides a variety of supervised, related job task experiences appear to be successful if the company selected is at industry standard or in the vanguard, if the supervisor assigned is appropriate for the training, and all persons involved understand the objectives of the inservice training.

Specific industry institute training followed by company site training: Effective projects are ones in which one or more instructors in a particular discipline attend an industry institute which offers state-of-the-art updating, then work in a related company in the field which provides opportunity for application of the new techniques. Examples of this type of inservice training are found in the automotive industry in which an understanding of the applications of electronics in the automobile is a necessary part of training.

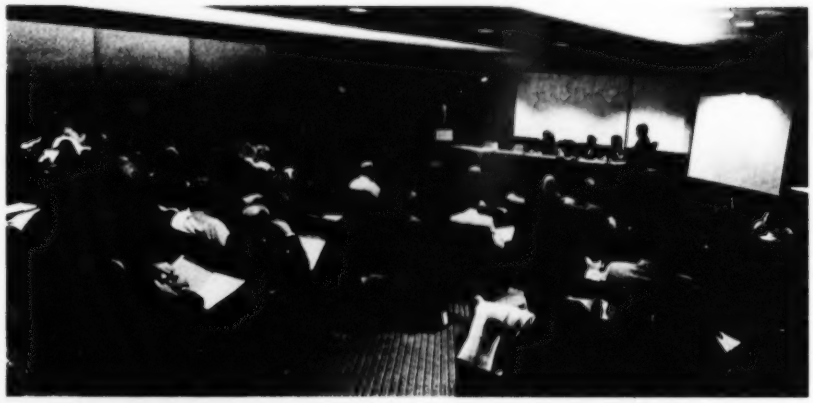
The team approach: An effective way to provide inservice training for both vocational education instructors and career counselors is being undertaken in one project which has a three person team in each company selected to provide inservice training. The approach is to select a vocational education instructor, a career counselor and a mentor from the company. The three person team works toward meeting the project objectives. The vocational instructor receives training in a variety of discipline-related job experiences, the career counselor becomes acquainted with the diversity of jobs available within a single company and how they all relate to company success, and the company representative mentors the two college participants and facilitates their success within the company. The results are updated instructors, aware career counselors and new curricula.

With each of the above examples, **good planning** is key to success. The need for training and the **specific skills for updating are targeted,** the **company or institute that can meet that need is carefully selected,** the instructor and/or counselor and the company make a **firm commitment to work together toward predetermined objectives,** and the **experiences are time intensive** (20 to 40 hours per week) rather than a few hours spread over many weeks.

Projects that are less successful lack commitment from some of those involved—the company, the college and/or the instructor/counselor. In some cases, companies are not carefully targeted, objectives not fully understood, and on-site experiences have little variety or are not relevant to the identified need for change or updating. Projects in which counselors visit several companies but have no intensive time in a single company and do not meet with line supervisors or learn human resource development techniques lack understanding of the types of jobs and career paths which can lead to effective career counseling of students.

The 1988 Workshops

Presentations and round table discussions regarding Inservice Training for Vocational Education Instructors and Career Counselors. The workshops were held in San Francisco and Los Angeles in November, 1988.



THE VOCATIONAL EDUCATION INSTRUCTOR AND CAREER COUNSELOR INSERVICE PROJECTS AND OUTCOMES FOR 1986-87 & 1987-88

Glendale College — Technical Education CAD/CAM Instructor Retraining and Course Outline Modification.

VOCATIONAL EDUCATION INSTRUCTOR AND CAREER COUNSELOR INSERVICE TRAINING 1986-87

College/ Agency	Title of Project
1986-87	
Cerritos	Inservice for Composites
Cerritos	Inservice for Numerical Control
Chabot	Inservice Training for the Future
Chaffey	Instructor Inservice Training in Hybrid Microelectronics
Cuesta	Automotive Instructor Professional Growth Program
Cypress	Inservice for Health Science Faculty
El Camino	Automotive Electronics Maintenance & Repair
Evergreen Valley	Computer Information Systems Instructor Inservice Training
Fullerton	Vocational Instructors Inservice Training Program
Gavilan	Gavilan College N.U.R.S.E. Training Project
Glendale	Airframe/Powerplant Instructors Retraining
Hartnell	Ornamental Horticulture Training Project
Long Beach	Hospital-Based Computerized Patient Information System Inservice Training
Long Beach	Inservice Training & Certification in the Welding Industry
Los Rios	Vocational Education and Technical Instructor and Career Counselor Inservice Training Programs
Merritt	Joint Instructor/Counselor Training for Peralta Community College District
Miracosta	Inservice Training for Computer-Aided Manufacturing (CAM)
Moorpark	Inservice Faculty/Counselor Training Program for Health & Electronics Occupations
Mt. San Antonio	Increasing Competency in CAD/CAM/CNC Technology
Mt. San Antonio	Increasing Competency in Clinical Nursing Practice
Mt. San Antonio	Increasing Competency in RPGIII Programming Language
Mt. San Antonio	Increasing Competency in Veterinary Medicine Applications for Animal Health Technicians
Napa Valley	Specialized Training in Microprocessor Technology
Ohlone	Staff Nurse Use of Hospital-Based Computer Systems
Redwoods	Food Service Technology Instructor Inservice Training Project
Redwoods	Machine Tool Manufacturing Instructor Inservice
Redwoods	New Generation Diesel Engine Training
Redwoods	Upgrading Education and Experience for Electronics Instructor
Redwoods/Mendocino	Health Care Instructor Inservice
Rio Hondo	Office Automation Systems Training
Riverside	Re-orientation of Nursing Instructors to Industry
San Joaquin Delta	Retraining/Updating Diesel Fuel Injection Systems
San Joaquin Delta	Three Instructors Get a Fresh Look at the #1 Industry in the U.S.—Food Service
San Jose City	Instructor Inservice Training in Computer & Machine Technology
Santa Clara County	Instructor/Counselor On-site Training Through Mentor Teams with Industry
Santa Rosa	Application of the Self-Care Concept
Santa Rosa	Developing Currency in Geriatric Nursing Care
Santa Rosa	Inservice in Fashion Merchandising
Santa Rosa	Management Information Systems Applications
Sierra	Sierra College Inservice Training Program IV
Ventura	Inservice Training Program for Administration of Justice Faculty
Yuba	Yuba College Technical Training Upgrade

VOCATIONAL EDUCATION INSTRUCTOR AND CAREER COUNSELOR INSERVICE TRAINING 1987-88

College/ Agency 1987-88	Title of Project
Alameda	Auto Mechanics Instructors' Inservice Training
Cerritos	Inservice Training for Production & Inventory Control
Chabot	Chabot College Inservice Training for the Future
Coastline	Vocational Education & Technology Teacher & Career Counselor Inservice Training
Compton	Inservice Training for Automotive Mechanics
Cuyamaca	Computers in Irrigation System Design, Control and Water Management
Cypress	Cypress College Inservice Grant Proposal, 1987-88
Cypress	Instructor Training in Electronic Generated Designs for Presentation Graphics
El Camino	Faculty Internship: Critical Care of Geriatric Patients
Fullerton	Fullerton College Inservice Training Project
Glendale	Electronics Instructor Retraining & Course Outline Modification
Glendale	Technical Education CAD/CAM Instructor Retraining and Course Outline Modification
Glendale	Television Video Production Instructor Retraining & Course Outline Modification
Grossmont	Advanced On-site COBOL Training for CSIS Instructor
Long Beach City	Dietetics Management Inservice Training
Long Beach City	Inservice Training in High Technology-Welding Certification & Manufacturing
Long Beach City	Reworking the Future: Vocational Education for the Twenty-First Century
Los Angeles	Inservice Training Project
Los Rios	Vocational Education and Technology Instructor and Career Counselor Inservice Training
Modesto Junior	Construction Management & Technology
Mt. San Antonio	Increasing Competency in Career Counseling
Mt. San Antonio	Increasing Competency in Clinical Nursing Practice
Napa Valley	Inservice Training in Photo-Processing Technology
Napa Valley	Specialized Computer Numerical Control Training for Welding
Pasadena City	Color Photography Lab Equipment & Technology
Pasadena City	Inservice Training in Advanced Auto-Electronics for Automotive Instructor
Redwoods	Electronic Engine Controls & Four-wheel Alignment Training
Rio Hondo	Computer Numerical Control (CNC) Programmer Internship
San Francisco	Industry Inservice Training in Allied Health, Aeronautics, Engineering, Graphic Technologies & Career Counseling
San Joaquin Delta	Retraining/Updating in Child Development and Early Childhood Education
San Joaquin Delta	Auto CAD Updating for an Engineering Instructor
San Joaquin Delta	Field Work for 3 Food Service Instructors
San Mateo	Vocational Education & Technical Instructor and Career Counselor Inservice Training, 1987-88
Santa Barbara	Computer Device Skills in Occupational Education Program
Santa Clara County	Training Teams with Industry
Santa Monica	Instructor Inservice Training in Unibody Collision Repair
Sierra	Inservice Training Program V
Southwestern	Automotive Technology Faculty Inservice Training Programs
Southwestern	Revision of Vocational Nursing Curriculum
Yuba	Technical Instructor Upgrade Program

COMPANIES PARTICIPATING IN VOCATIONAL EDUCATION INSTRUCTOR AND CAREER COUNSELOR INSERVICE TRAINING, 1986-87 & 1987-88

AAMCO Transmissions
Able Avionics
Aero Specialties
Aero Turbine
Aerojet
AG Data
Allison Turbine
American Honda Motor Co.
American Honda-Acura School
Anaheim Memorial Hospital
Another Garage
Apple Computer
Applied Risk Management
ArCad Group
Automated Drafting Systems
Automative Services Council
Avantek
Aviall

Ball Screws & Actuators
Basic Resources
Bear Products
Beech West
Bell Helicopters
Bondline Products
Bostrum-Bergman
Business Assistance Center
Businessland Inc.

C R Cadd
C & H Bump Boutique
CADAM Incorporated
Cal Central Press
California Eastern Labs
California School for the Deaf & Blind
Camel Technologies
Capitol Engineering
Care Unit of Orange
Cascade Graphics System
Central Business Equipment
Central Veterinary Group
Cessna
Charter Oaks Hospital
Chief EZ Liner
Children's Hospital
China Lake Naval Weapons Training Center
Chino Hills Equine Hospital
Chula Vista Community Hospital
Circuit City
College Hospital
Collins Diesel Injection, Inc.
Color House
Colorplus Graphics
Comprep Corporation
Computer Sciences Corporation
Conejo Veterinary Clinic
Cripins Ambulance Service
California State Automobile Association
Custom Process
C.G. Galls

Dale's Millwright

Dataquest
David Berkeley
Delco Electronics
Delta Airlines
Digital Equipment Corporation
Drew Ford
Dr. H. Schultz
Dr. Micro
Dr. Robert Kuhn
DuPont Corporation

E

E O S
Enns Real Estate
Escondido Wild Animal Park
Eureka Lithograph

F

Fairview Developmental Center
Family Resource & Referral
Faulkner
FMC
Ford Motor Company
Fredericka Convalescent Hospital

G

General Dynamics
General Motors Corporation
General Motors Training Center
General Telephone
Genigraphics
Gensler Associates
George Reed Construction
Grass Valley Group
Gregg Motors

H

Hall's Automotive
Harbor/UCLA Medical Center
Hewlett Packard
Honeywell
Hughes Helicopter
Hunter Industries

I

IBM
Institute for
Automotive Service Excellence
Insurance Services Inc.
Integrated Computer Systems
Intel
Inter-Community Medical Center

J

Jet Graphics
Jet Propulsion Laboratory
Jetstream Systems Company

K

Kaiser Foundation Hospital
KCET
Kelly's Shell Service
Kenemetrics
KFRE Radio
Kindercare

L

Lab Volt Systems
Lanterman State Hospital

Lawrence Livermore Laboratory
Le Bistro
Lear Siegler
Librascope
Little Company of Mary Hospital
Livingston Memorial
Visiting Nurses Association
Lockheed
Loma Linda Medical Center
Long's Transmission Repair
Los Angeles Police Department
Los Robles Medical Center
Lucas Western Gear
L-Tec

M

Magnetic Resonance Center
Marriott
Martin Luther King Jr. Hospital
McGill Design
Medical Express
Menasco
Mercy San Juan Hospital
Mesa Veterinary Hospital
Metal Fabricators
Micro Path
Moldograph Tool
Monterey Motors
Moto Photo

N

NAAT
NBC
Neico Aviation
Nelson's Pastry Shop
Nikken Design Systems
North of Market Senior Services
Northrop Company

O

Olson Associates
Oxnard Police Department

P

Pacific Bell
Packerew Hospital
Par Business Systems
Paramount Studios
Penske Cadillac
Peppermint Ridge
Peto Seed
P G & E
P G & E Engineering Research
Pomona Valley Community Hospital

R

Radial Tire Service
Riverside Community Hospital
Rockwell International
R.P.C. Computer

S

Salel's Service
San Antonio Hospital
San Joaquin Health District
San Ysidro Health Center
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Sierra Test Lab
Southern Alameda County Process Servers

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Stanford University
St. Joseph's Hospital
Sun Products
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T

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The Media Staff
Thomas Patten & Associates
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United Airlines
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United Pump
University of California Hospital, Davis
University of California,
Santa Barbara, Communications
University of Pacific

V

VG Systems
Valley Slurry Seal
Ventura County Farm Bureau
Ventura County Water
Conservation Agency
Viking Connector
Vista Aviation
Volkswagen Training Center
VPA Auto Repair

W

Weinstock's
WESCORP
Western Skyways
Westroots Business
Whittier Presbyterian Hospital
Wilbur Aircraft
Wold Training
W.E.D. Enterprises

Y

Yale Video

Z

Zeno Graphics

PROJECT OUTCOMES FROM SAMPLE PROJECTS

Information about project success was gathered in two primary ways: by questionnaire mailed to the projects and by on-site visit. On-site visits represented various types of projects, small to large and single and multiple activities. Fifteen (15) projects were represented in the on-site visits. Forty-eight (48) projects returned complete questionnaires in time for the outcomes to be included in this report. Seventy (70) percent of the projects funded in 1987-88 returned their questionnaires and 48 percent of those funded in 1986-87 returned theirs for an overall return of almost 60 percent. These returns represented about 65 percent of the funds dispersed and 60 percent of the participants receiving inservice training.

Even though not all projects replied and certain companies provided inservice training to more than one instructor, the responding projects identified 217 separate companies for the 178 instructors and counselors receiving training.

Training Time and Hours

The weeks and hours spent in training are shown on the following two graphs. As can be seen in Figure 3, nearly half the participants spent a month or less in training. Two time periods, 4 weeks and 6 weeks, were used by over 40 percent of the respondents. These time periods reflect the increasing use of the summer period for inservice training. Hours spent in training (Figure 4) indicates that over one-third of the participants spent between 81 and 160 hours in training. However, over 45 percent spent over 160 hours and the average of all participants responding was 210 hours, about 5½ weeks if equated to a full-time basis.

Figure 3

Weeks Spent in Training, 1986-88

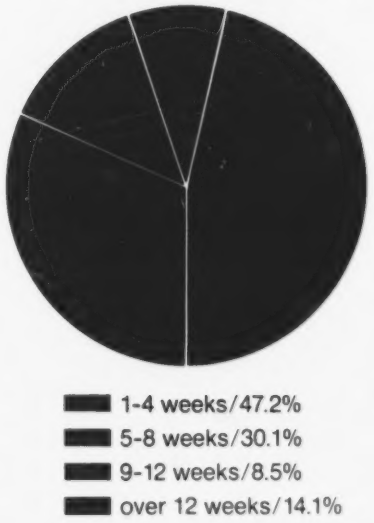
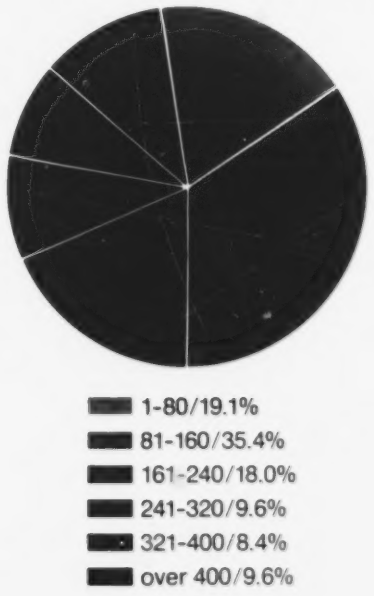


Figure 4

Hours Spent in Training, 1986-88



The Instructor/Counselor Ratio

The proportion of vocational education instructors to career counselors and the sex of the participants is shown below. The two graphs illustrate the change between the two years, 1986-87 and 1987-88. The number of counselors participating in 1987-88 was greater than the previous year and the number of females participating in 1987-88 was greater for both instructors and counselors.

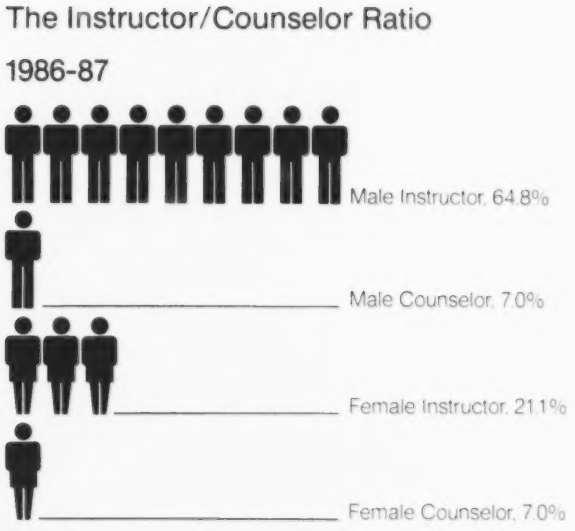


Figure 5

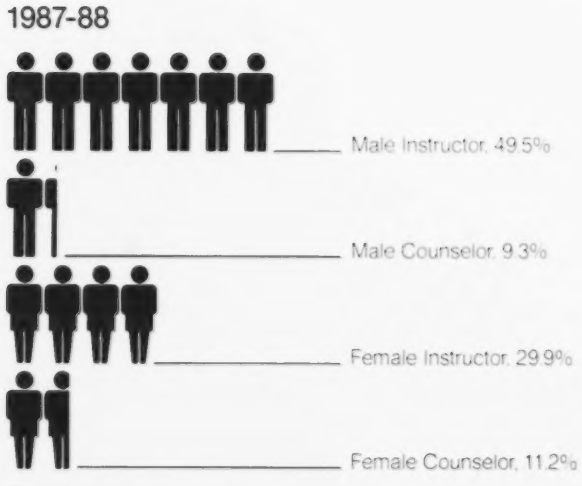


Figure 6

Disciplines of Participants

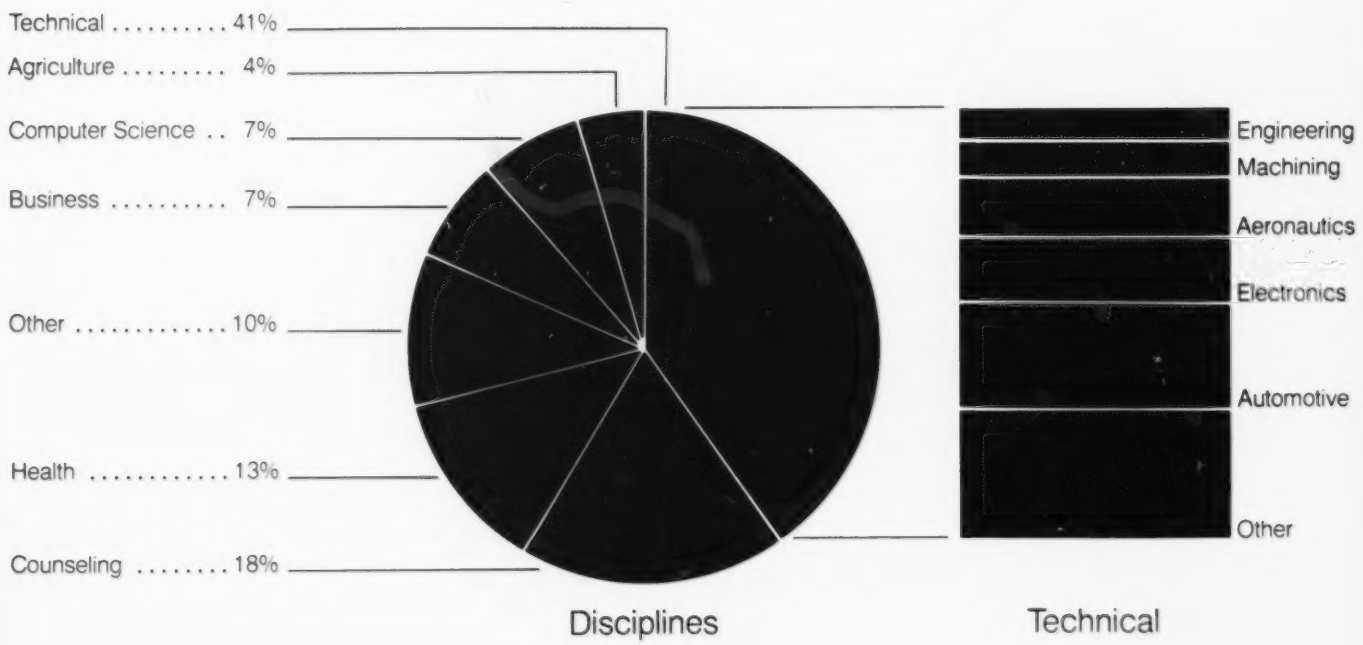
More instructors came from the technical program area than from any other discipline. This is expected because one of the criteria for eligibility to participate in the inservice program is to provide updating in program areas that are affected by changing technology and workplace skill requirements. Health occupations are constantly being affected by new technology and more instructors in these disciplines are participating in updating and retraining inservice.

Within the technical disciplines, 14 different technical disciplines were represented by those seeking inservice; however, automotive and electronics were the concentrations of instructors most often seeking updating and re-training.

The most common type of inservice experience was company site training.

Figure 7

Disciplines of Participants



Types of Inservice Experiences

Inservice participants were involved in a variety of inservice experiences. These ranged from job shadowing with a single employee in a single company to a combination of different types of inservice. The inservice was of four major types:

Job Shadowing: Observing someone else perform the job at a company site. This type of inservice was one of three varieties—a single employee in a single company, several employees in a variety of jobs in a single company and several employees in several types of jobs in more than one company.

Company Site Training: Actually performing the work under supervision at a company site. This type of inservice was performed under several conditions—under one supervisor at one company, under several different supervisors at different types of jobs at one company, and different supervisors at several companies.

Institute: Attending a specialized industry institute. These institutes were specialized to the industry and new technology was presented to the inservice trainees as well as to those working in the industry.

Combination: Participating in a combination of the above types of inservice. A frequent combination of types of inservice was attendance at an institute and then returning to a company site to apply the new techniques learned. Other combinations were to job shadow with one supervisor and then participate in hands-on experiences at the same or a different company.

As can be seen on the graph below the most common type of inservice experience was company site training.

Types of Inservice Experiences

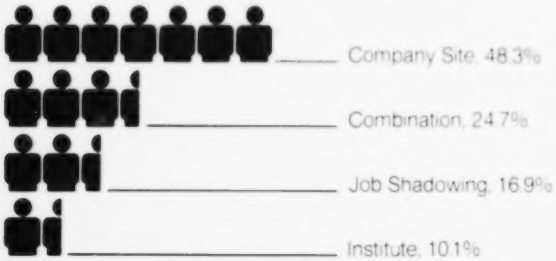


Figure 8

Inservice Project Significance

Participants were asked to indicate what types of change occurred as a result of the inservice experiences. The responses are recorded on the bar graph shown here.

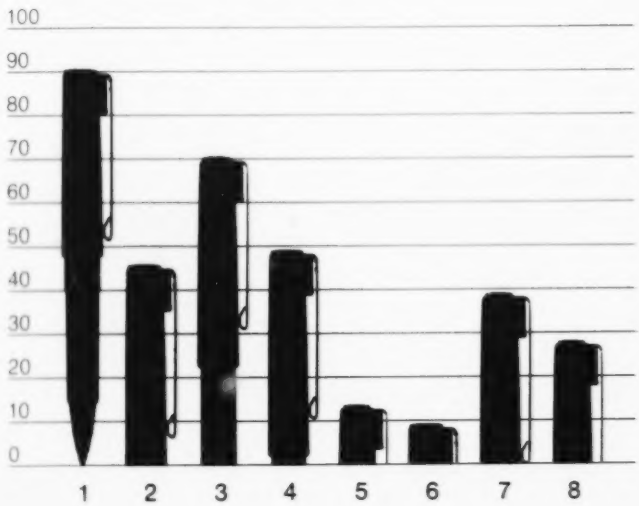
As can be seen the most measurable and immediate changes were updated curriculum, new instructional methods and equipment used, and new courses added to the program.

. . . the most measurable and immediate changes were updated curriculum, new instructional methods and equipment used, and new courses added to the program.

Figure 9

Project Significance

To VE Instructors & Counselors



1 • Curriculum was updated.
2 • New courses were added to the program.
3 • New instructional methods were used.
4 • New equipment was used.
5 • Enrollment in courses taught by affected faculty increased.
6 • Retention in courses taught by affected faculty increased.
7 • Job placement for students increased.
8 • Other: videos were developed, new advisory members identified, information about past students gained, linkages with the private sector established, equipment and materials were donated, student competencies were improved.

Rating of the Projects

The rating of the projects was looked at in two ways—by each project rated separately and by the participants involved with the projects. As can be seen, projects that had more participants involved were more likely to be rated as excellent. Even so, most projects were rated excellent and the rest were rated good. Three projects which represented five individuals did not respond.

Figure 10
By Projects

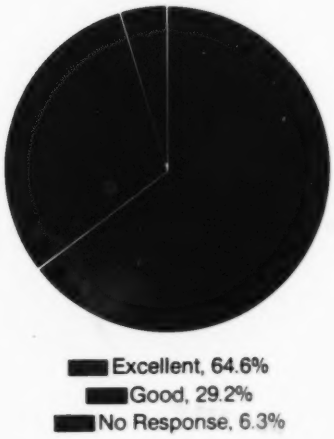
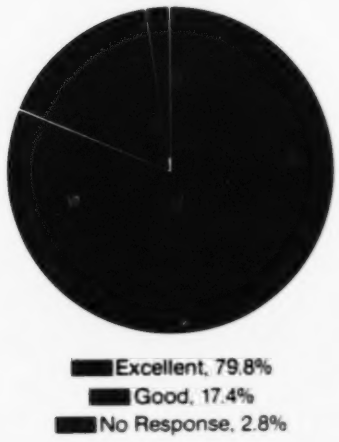


Figure 11
By Participants



Concluding Statement

The evidence presented in this report overwhelmingly supports continuation of the Vocational Education Instructor and Career Counselor Inservice Training Program. The training is effective in bringing about the desired changes, is industry specific, and professionally rewarding to those involved. General inservice training programs that are collegewide in nature are also needed, but they do not assure that the vocational inservice training provided which is illustrated by the projects described in this report will continue to occur without these targeted inservice funds.

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JUL 28 1989